

Missouri School Improvement Program

Integrated

Standards and Indicators Manual

*Accreditation Standards for Public School Districts in
Missouri*

*Effective July 1, 2001
(Third Cycle)*

Missouri Department of Elementary and Secondary Education

FOREWORD

The State Board of Education first established standards for the classification and accreditation of Missouri's school districts in 1950. Since then, the standards have been reviewed several times and revised periodically to reflect changing conditions in our schools, as well as the changing demands and expectations of citizens and school patrons. The eighth review of the Standards is contained in this Manual.

The process of classifying and accrediting school districts took on greater significance when the State Board of Education, in 1990, adopted new classification standards, to be implemented through the Missouri School Improvement Program (MSIP). While the State Board and the Department of Elementary and Secondary Education have a legal mandate to evaluate and classify public schools, the goal of the MSIP process is to promote school improvement within each district and on a statewide basis. The MSIP Standards and Indicators are created to guide school districts in this improvement effort. During the first and second cycles of MSIP evaluations (1990 to present), this focus on school improvement has stimulated significant progress and change in school districts throughout the state.

The revised Standards and Indicators included in this booklet represent a major refinement of the previous standards and promote a stronger emphasis on student achievement and other performance measures. They will guide Missouri's continuing school-improvement efforts as we move through the third five-year cycle of MSIP reviews and into the 21st century. More than 100 Missouri educators worked with state education officials in reviewing the standards and recommending numerous refinements and revisions before the State Board of Education approved the final changes on April 24, 2000. We gratefully acknowledge all those who contributed to the review process.

D. Kent King
Acting Commissioner of Education

Authority: *The Standards and Indicators of the Missouri School Improvement Program are official policies of the State Board of Education and are implemented through the Code of State Regulations (CSR), as authorized by Section 161.092, RSMo. The contents of this publication are "incorporated by reference" as part of Rule 5 CSR 30-345.010.*

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INTRODUCTION

The Missouri School Improvement Program is designed to promote excellence in the public schools of the state. The State of Missouri has a dual responsibility for the quality of education provided its citizens. First, it must ensure that all schools meet certain basic standards. Second, it has a responsibility to see that the schools continue to strive for excellence in an increasingly competitive world. The Missouri School Improvement Program incorporates these two responsibilities.

This document of standards outlines the state's **vision** and **expectations** for a **quality school**. Expectations are described in a nonprescriptive way so each school district has the flexibility and responsibility to explain how it provides quality education. It is against these standards that judgments will be made about the quality of district programs and what steps need to be taken to move the highest level of excellence.

The standards are organized in three sections: **Resource Standards**, **Process Standards** and **Performance Standards**. In general, the **Resource Standards** are concerned with the basic requirements that all districts must meet. They are generally **quantitative** in nature. Some standards are appropriate for all districts. Other standards need to be tailored for districts in different contextual settings. Dual criteria are used comparing the district with "minimums" determined by the State and what is deemed "desirable" as determined by research and/or professional judgment.

The **Process Standards** are concerned more with the instructional and administrative processes used in schools. They include standards on Instructional Design and Practices, Differentiated Instruction and Supplemental Programs, and School Services. Each of the Process Standards incorporates multiple criteria and cannot be easily quantified. Therefore, assessment of the Process Standards is accomplished through an onsite review by a team of trained observers.

Performance Standards include thirteen measures of student performance in five areas. The standards against which all school districts will be assessed include academic achievement, reading achievement, ACT achievement, career preparation, and educational persistence. Information on these standards is collected annually and analyzed as a part of the evaluation process.

An important component of the Missouri School Improvement Program is the district's Comprehensive School Improvement Plan. This Plan will guide the district in decision making about the Resource and Process Standards that should lead to higher student performance.

MISSOURI SCHOOL IMPROVEMENT STANDARDS

RESOURCE STANDARDS

Information submitted by each district on the October Core Data collection cycle will be used by DESE to develop the Resource Report. District staff is responsible for reviewing the Resource Report during the on-site review. Changes that are necessary to correct errors should be made on the appropriate screen prints of Core Data and the corrected screen prints given to the State Supervisor prior to the end of the on-site review. Districts that want to use an alternative approach to meeting a Resource Standard must receive approval prior to implementing the alternative.

PROGRAM OF STUDIES

- 1.1 Elementary (typically self-contained) - Each elementary student receives regular instruction in reading, language arts, mathematics, science, social studies, comprehensive health, art, music, and physical education. In K-8 elementary schools, students will have access to a total of four exploratory classes.**
1. Each elementary student will receive regular instruction in reading, language arts, mathematics, science, social studies, comprehensive health (including tobacco, alcohol and other drug prevention and HIV/AIDS prevention education), and career awareness education. Instruction in each of the core areas will reflect the Show-Me Standards.
 2. Each elementary student will receive instruction in art, music, and physical education for a minimum of 50 minutes in each area each week (25 minutes in each area for half-day kindergarten classes). These classes shall be taught by teachers certificated in these fields.
 3. If the district is a K-7 or K-8 elementary district, the following must also be addressed:
 - a. Beginning no later than seventh grade, regular instruction in the United States and Missouri Constitutions, and American History and Institutions will be provided (as required by Section 170.011, RSMo).
 - b. Students in grades 7-8 will have access to a total of four exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, foreign language, computer literacy, developmental reading). Each class is taught for a minimum of 1,200 minutes each year.

1.2 Junior High/Middle School (typically departmentalized) - Each junior high/middle school student will receive regular instruction in language arts, mathematics, science, social studies, career education, health, and physical education and will have access to art and music plus four exploratory classes. Students in grades 7-8 will have regular instruction in United States and Missouri Constitutions and American History.

1. Language arts, mathematics, science, and social studies are scheduled and taught to all students for at least 900 minutes each week in the aggregate (or 1,800 minutes every two weeks).
2. Physical education is scheduled and taught to all students for a minimum of 3,000_ minutes each year and health (including tobacco, alcohol and other drug abuse prevention education, and HIV/AIDS prevention education) and safety education is scheduled and taught to all students for a minimum of 1,500 minutes each year.
3. Art and music are scheduled and taught so that all students have access to them for a minimum of 1,500 minutes each year.
4. Students in grades 7-8 will have access to a total of four exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, foreign language, computer literacy, developmental reading). Each class is taught for a minimum of 1,500 minutes each year.
5. Beginning no later than seventh grade, regular instruction in the United States and Missouri Constitutions, and American History and Institutions will be provided (as required by Section 170.011, RSMo).
6. Beginning no later than eighth grade, instruction in algebraic concepts and logic will be available to all students.

- 1.3 High School - Each high school has a current minimum offering of at least 40.5 units of credit, with sufficient sections in each course to meet the needs of all students in grades 9-12 and the state high school graduation requirements. These courses are distributed as follows:**

	<i>MINIMUM STANDARD</i>	<i>DESIRABLE STANDARD</i>
English/Language Arts/Communication	6.0	10.0
Foreign Language (Must include two units of one language.)	2.0	4.0
Social Studies (Minimum must include one unit each of American History and World History, 1/2 unit or equivalent of American Government. Regular instruction in U.S. and Missouri Constitutions, as well as American History and Institutions, must be provided, as required by Section 170.011, RSMo. Desirable must also include 1/2 unit of Geography.)	5.0	6.0
Mathematics (Minimum must include Algebra I and two units from Algebra II, Geometry, Trigonometry, Calculus, and Math Analysis. Desirable must include Algebra I and three units from the above list.)	4.0	6.0
Science (Must include one unit each of Biology, Chemistry, and Physics.)	4.0	6.0
Fine Arts (Must include both Art and Music.)	2.0	6.0
Vocational Education (Must include a broad range of Department-approved offerings that support or lead to employment or related postsecondary education based on students' needs and interests in Agricultural Education, Marketing Education, Family and Consumer Sciences Education (wage earning and non-wage earning), Business Education, Industrial and Engineering Technology, and Health Sciences. Four vocational program areas must be represented each year or the district must demonstrate a pattern of student participation in four or more vocational program areas over the past two years.)	12.0	20.0

Physical Education	1.0	2.0
Health (Includes tobacco, alcohol and other drug prevention, and HIV/AIDS prevention education)	0.5	1.0
Practical Arts (Includes nonvocational courses which provide practical experiences for students (e.g., Driver Education, Computer Education, Computer Literacy) and vocational credits exceeding the minimum standard of 12.)	4.0	8.0
TOTAL	40.5	69.0

Options:

1. Districts may meet any course requirement by providing opportunities for all students to attend a high school and/or area vocational school in a neighboring district or by participating in other approved delivery systems (i.e., correspondence courses, satellite classes). The sending school must pay tuition and/or the costs associated with these services, including transportation.
2. In three-year high schools (grades 10-12), additional curriculum offerings at grade nine may be added to meet curriculum requirements.
3. Two advanced courses in any subject area may be offered on an alternating-year basis to meet content/subject area requirements. Alternating-year course credits are counted to meet individual subject area credit requirements, but are not counted toward meeting the overall total of 40.5 credits.
4. For purposes of counting credit under this standard, repetitive classes such as Band, Chorus, Glee Club, and Physical Education (unless clearly differentiated) will count as one (1) unit.

CLASS SIZE/ASSIGNED ENROLLMENTS

2.1 **Class Size and Assigned Enrollments - Enrollments will be consistent with both class-size standards and total enrollment requirements.** (Class sizes in all categorically funded programs must meet the class-size standards for that program.)

1. Student enrollment in individual classes will be consistent with the following guidelines:

<i>GRADES</i>	<i>MINIMUM STANDARD</i>	<i>DESIRABLE STANDARD</i>
K-2	25	20
3-4	27	22
5-6	30	25
7-12	33	28

2. Full-time elementary art, music, physical education, and computer teaching specialists shall serve no more than 750 students per week.

Options:

1. Student enrollment in a classroom may increase by as many as ten students for any period that a teacher assistant assists the classroom teacher full time. A teacher with a half-time teacher assistant may be assigned as many as five additional students. (Aides provided with Title I and special education funds are provided on a needs-specific basis and cannot be used to increase class enrollment.) Teacher assistants used to increase class size must have a minimum of 60 semester hours of college credit from an accredited institution of higher education and a general understanding of the objectives of public education OR must have served as a teacher assistant in a public school for at least two years, with the most recent year being the 1998-1999 school year, and annually attend at least 15 clock hours of professional development. Teacher assistants without a baccalaureate degree and appropriate certification may assist in activities assigned by and under the direct control of the classroom teacher. Teacher assistants with a baccalaureate degree and an appropriate teaching certificate may initiate instruction and work independently. Teacher aides not used to increase class size must have a minimum of a high school diploma (or GED certificate) and competency in the duties to be performed. (See the Federal Programs Manual for guidelines on the use of aides and clerks for Title I.) School districts are encouraged to provide additional professional development for their teacher assistants and teacher aides to optimize the acquisition and application of skills. Professional development activities should be in addition to general orientation workshops provided by the district for support staff.
2. Elementary school classes may enroll students from two consecutive grade levels (example: grades one and two, grades two and three). Total enrollment in such classes shall not exceed the class-size standards listed above for the lowest grade included in the combination.

3. High school beginning and advanced classes in the same subject may be combined (example: Spanish I and Spanish II). Total enrollment in such classes shall not exceed 15 students.
4. High school advanced classes in the same subject may also be combined (example Spanish III and Spanish IV). Total enrollment in such classes shall not exceed 20 students.
5. Enrollment in performing-arts classes may exceed regular class-size limits if adequate supervision and facilities are provided.
6. High school physical education classes may enroll up to 45 students.

PROFESSIONAL SUPPORT STAFF

- 3.1 Library Media Staff - Certificated librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building:**

<i>MINIMUM STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
1401-1600	1.60	1051-1200	1.60
1601-1800	1.80	1201-1350	1.80
1801-2000	2.00, etc.	1351-1500	2.00, etc.

3.2 Guidance and Counseling Staff - Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building:

<i>MINIMUM STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-100	.20	1-75	.20
101-200	.40	76-150	.40
201-300	.60	151-225	.60
301-400	.80	226-300	.80
401-500	1.00	301-375	1.00
501-600	1.20	376-450	1.20
601-700	1.40	451-525	1.40
701-800	1.60	526-600	1.60
801-900	1.80	601-675	1.80
901-1000	2.00, etc.	676-750	2.00, etc.

ADMINISTRATIVE STAFF

4.1 Superintendent -A certificated superintendent is assigned to serve full-time as the district's chief administrative officer.

Options:

1. Two adjacent school districts, each of which employs twenty-five (25 FTE) or fewer professional staff members and at least one (1) of which is "provisionally accredited" or "accredited," may share a superintendent who possesses a valid Missouri superintendent's certificate and who serves full-time as the chief administrative officer of both districts.
2. For a period of one year only, any two (2) adjacent districts, at least one (1) of which is classified "provisionally accredited" or "accredited," regardless of the number of professional staff members employed, may share a superintendent. Any two (2) such districts, one (1) of which employs more than twenty-five (25 FTE) professional staff members, which wish to share a superintendent for more than one (1) year, shall obtain prior approval from the State Board of Education.
3. A superintendent of schools in a district which employs twenty-five (25 FTE) or fewer professional staff members and who holds a valid Missouri superintendent's certificate may serve as the secondary principal, the elementary principal, or both, regardless of certification as a principal, in addition to serving as the chief administrative officer of the district.
4. Elementary districts (K-8) with over twenty-five (25 FTE) professional staff members must employ a certificated superintendent as chief administrative officer. Elementary districts with twenty-five (25 FTE) or fewer professional staff members may employ either a certificated superintendent or certificated elementary principal as chief administrative officer.

- 4.2 Associates/Assistants to the Superintendent - Associates/assistants to the superintendent in the areas of curriculum and instruction must have, as a minimum, a Master's Degree and a valid Missouri teaching certificate. All other associates/assistants to the superintendent should have appropriate training in their field.**

<i>MINIMUM STANDARD</i>	
<u>Professional Staff Members (FTE)</u>	<u>Assistants to Superintendent (FTE)</u>
1-100	0
101-200	1
201-300	2
301-400	3
401-500	4
501-600	5
601-700	6
701-800, etc.	7, etc.

Assistant superintendents must have a master's degree and a valid Missouri Teaching Certificate if their primary responsibilities involve the areas of curriculum and instruction. Other assistant superintendents should have training in their field (i.e., an MBA might be appropriate for an assistant superintendent of finance). Please note that there is no reference to title in this requirement. Whether districts elect to call the people occupying these positions associate superintendents, deputy superintendents, assistant superintendents, assistants to the superintendent, coordinators, or directors is a local option.

- 4.3 Principals/Building Administrators - Certificated principals, vocational directors, and assistant administrators are employed and assigned consistent with the MSIP staff ratios:**

<i>MINIMUM STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-100	.25	1-300	1.00
101-200	.50	301-375	1.25
201-300	.75	376-450	1.50
301-500	1.00	451-525	1.75
501-600	1.25	526-600	2.00, etc.
601-700	1.50		
701-800	1.75		
801-1000	2.00, etc.		

CERTIFICATION/PLANNING TIME

- 5.1 Teacher Certification - All administrators and teachers must be appropriately certificated for their assignments in accordance with the guidelines contained within the Core Data Manual (Exhibit 10: “Course Code/Certificate”).**

- 5.2 Planning Time - Each full-time classroom teacher, including kindergarten teachers, shall have a minimum of 250 minutes of scheduled planning time each school week. It is desirable to have 50 minutes of planning time each day. Planning time is calculated between the official start and close of the school day and does not include travel time, lunch time, or time before or after school. (Planning time is not required for administrators, counselors, or librarians.)**

PROCESS STANDARDS

INSTRUCTIONAL DESIGN AND PRACTICES

6.1 The district implements written curriculum for all its instructional programs.

1. Each written curriculum guide must include the following components:
 - a rationale which relates the general goals of each subject area and course to the district's mission and philosophy
 - a general description of the content of each subject area at the elementary level and each secondary-level course
 - general goals for graduates in each subject area
 - specific, measurable learner objectives for each course at each grade level
 - alignment of the measurable learner objectives for each course to the knowledge, skills, and competencies that students need to meet the district's goals and the Show-Me Standards
 - instructional strategies and specific assessments (including performance-based assessments) for a majority of the learner objectives
 - evidence that individual learner objectives have been articulated by grade level/course sequence
 - date of board review and approval for each curriculum guide
2. Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.
3. The written curriculum incorporates content and processes related to equity, technology, research, and workplace-readiness skills.
4. Systematic procedures are used to review and revise the written curriculum.

6.2 The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.

1. The district has a written assessment plan which includes:
 - what tests are used and the purpose for each test
 - guidelines for including students with disabilities in district testing programs
 - specific strategies for assessing the Show-Me Standards which are not assessed through the Missouri Assessment Program (MAP)
 - a description of how assessment results will be used and disseminated
 - provisions for staff development activities directly related to the assessment program
 - provisions for teaching test-taking skills to students
 - a test security policy

2. The district has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on the Missouri Assessment Program examinations.
3. The board annually reviews performance data disaggregated based on race/ethnicity, gender, identified disability, migrant, and/or LEP students in order to effectively monitor student academic achievement and dropout/persistence-to-graduation rates. (Other areas in which the district might consider disaggregated data helpful are placement rates in special programs, attendance rates, retention rates, and suspension/expulsion rates.)

If a district or a school within the district has an enrollment of five or more students in any of the above student populations at a grade level, then data for this group must be disaggregated for board review.

4. If there is a significant difference in the disaggregated achievement and/or dropout rates among various student subpopulations, the district uses this information to adjust instruction for these populations and has criteria for evaluating the effectiveness of these adjustments.
 5. The district uses a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to support districtwide decisions about curriculum and instruction.
- 6.3 The district has implemented effective instructional programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs.**
1. The district provides a professional development program that focuses on and supports its curriculum and instructional practices.
 2. Classroom strategies that accommodate students' individual learning needs are implemented.
 3. A balanced, research-based reading program is in place for grades K-3.
 4. Teachers use current assessment information to plan instruction and have received specific training on this process.
 5. The district consistently provides access to extended learning time and alternative instructional delivery systems for all students.
 6. The district identifies and provides targeted instruction or other needed services/interventions for educationally-disadvantaged, ESOL, migrant, and homeless students, as well as students who may, for other reasons, be at risk of leaving school without completing high school.

6.4 Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

1. Up-to-date resources and equipment are readily available.
2. Instructional resources support curriculum objectives.
3. Training in the use of instructional equipment and technology is provided.
4. Technology is an integral part of the instructional program.

6.5 The district has created a positive climate for learning and established a focus on academic achievement.

1. A positive learning climate is promoted in every building.
2. Teachers and administrators accept responsibility for promoting student success and reducing student failure.
3. Specific requirements have been set for grade-to-grade promotion, and programs are in place to address the achievement problems of students at risk of grade-level retention.

6.6 The schools are orderly; students and staff indicate they feel safe at school.

1. A written code of conduct which specifies acceptable student behavior, consequences, and discipline procedures and which includes appropriate measures to ensure the safety of students to and from school, during school, and during school-sponsored activities is distributed to teachers, parents, and students.
2. Students and staff indicate they feel safe at school.
3. Standards of conduct are enforced consistently.
4. Data is gathered on student violence and substance abuse, and is used to modify programs and strategies to ensure safe and orderly schools.

6.7 Professional development is an integral part of the educational program and all school improvement initiatives.

1. The district provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP).
2. For all staff members, professional development is an integral part of their job responsibilities and expectations.
3. The district has identified a set of instructional strategies designed to meet the assessed needs of students, and has made a long-term commitment to focus its professional development activities on implementing and reinforcing these strategies.
4. The district collects and utilizes information regarding the effectiveness of its professional development program in improving instruction and student achievement.
5. The district has a written plan for professional development which includes the following:
 - PDC policies and procedures (including, but not limited to, mentoring provisions, PDC membership criteria, reimbursement procedures, request procedures, etc.)
 - program objectives aligned with the CSIP
 - evaluation criteria for the overall professional development program
 - descriptions of the planned professional development activities which are directly related to areas of needed student improvement and aligned with the district's CSIP
 - provisions for complying with specific program requirements, and all rules, regulations, and legislation related to professional development funding
6. The district provides substantial time and resources for the professional development of all staff members.

6.8 Library media center (LMC) resources and services are an integral part of the instructional program.

1. The library media staff collaborates with the instructional staff to integrate library media resources into the curriculum.
 - Resources are selected by the library media specialist with input from students and faculty.
 - The library media specialist and teachers jointly plan and deliver instruction to integrate information literacy skills into the curriculum, as outlined either in a library skills guide or in other appropriate curriculum guides.
 - The library media specialist assists all student populations and staff with individual and class projects.
 - Each LMC is readily available and accessible to all students and staff throughout the school day, before and after school, and throughout the school year. A flexible LMC schedule is in effect at all levels.

- Each LMC uses educational/informational technology to provide users access to internal and external resources (e.g., community resources, the Internet, on-line data bases, computer networks).
- 2. The LMC policy and procedures handbook is cooperatively developed and includes:
 - program objectives aligned with the district's CSIP and student performance data
 - evaluative criteria for the LMC program
 - board-adopted policies for confidentiality, copyrights, selection, reconsideration, an acceptable use policy for accessing the Internet, and an intellectual access policy for all LMC resources which have been reviewed within the last five years
- 3. Each LMC annually reviews its resource collection using the following guidelines:
 - All materials are cataloged, classified, and processed.
 - An electronic catalog and circulation system is in place.
 - Collection-analysis evaluation techniques, including culturally-diverse/equity criteria and criteria directly related to identified instructional needs, are used to identify specific strengths and weaknesses of the resource collection and to guide new purchases.
 - The criteria outlined in the state's library media standards publication are used to evaluate the collection and complete the Core Data reports on LMC resources.
- 4. The district addresses needs related to the LMC facilities, the resource collection, staffing, and research and information-skills instruction in its CSIP.

6.9 Guidance is an integral part of the instructional program.

1. A written, districtwide guidance plan has been implemented and contains:
 - program objectives aligned with the CSIP and student performance data
 - identified instructional competencies/learner objectives
 - evaluation criteria for the overall guidance program
2. The guidance curriculum is revised, based on a needs assessment conducted every three years, and instructional activities and resources are provided which address the assessed needs of students and guidance program objectives.
3. An individual planning system (which includes the necessary forms and procedures) assists students as they develop educational and career plans. This planning is initiated no later than grade eight (8) and includes:
 - assessment activities
 - advisement activities
 - identification of long- and short-range educational/career goals
 - collaboration with parents/guardians
4. Students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, social, educational/vocational, and career development.

5. System support and management activities ensure full implementation and continued improvement of the district's comprehensive guidance program.

DIFFERENTIATED INSTRUCTION AND SUPPLEMENTAL PROGRAMS

7.1 Comprehensive services for all resident children with disabilities, as required by the Individuals with Disabilities Education Act (IDEA) and Chapter 162, RSMo, are an integral component of the district's educational program.

1. The district has policies and procedures in place to ensure provision of effective special education services to children (ages 3-21) and their parents in accordance with state and federal regulations.
2. All students with disabilities have access to the general curriculum, participate in regular education settings with nondisabled peers, and demonstrate progress in the general curriculum.
3. The district ensures that all students with disabilities receive appropriate supports, services, and modifications (including related services, assistive technology, and positive behavioral interventions) to address their individual needs.
4. The district implements programs which result in improved opportunities for post-secondary education and employment for students with disabilities.

7.2 The district identifies gifted/talented students at all grade levels and provides them differentiated instruction suitable for their levels of intellectual and social maturity.

1. Written procedures are in place to systematically identify gifted/talented students in all grades.
2. Gifted education services are designed to provide identified students with instructional objectives and strategies that are appropriate to their identified needs and are provided on a continuing basis as these students progress through the grades.

7.3 Vocational education is an integral component of the educational program.

1. Competency-based curriculum has been implemented to meet the diversified needs of all students and prepare them for entry into the workplace and/or continued education.

2. Career and technical student organizations for each approved vocational program are in place as intracurricular instructional methods.
3. Vocational education programs provide students with assistance in the transition to the workplace and/or continued education.
4. The district implements an accountability system to assess student progress and program effectiveness.

7.4 Preschool educational activities/programs are available to the district's children.

7.5 The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.

1. Parent education activities are provided, as required by the Early Childhood Development Act.
2. The district actively cooperates with other agencies or school groups (i.e., parent-teacher organizations, Practical Parenting Partnerships, Title I) to provide information related to child development and /or parenting skills.
3. Formal strategies are in place to include parents/guardians in the educational process, and these strategies have been implemented successfully. These strategies include:
 - informing parents/guardians about the educational programs and services provided in the school(s) their children attend
 - informing parents/guardians of the learning objectives and goals in their children's classes
 - providing information/training regarding special education decision-making processes (for parents/guardians of children with disabilities)
 - encouraging parents' participation in their children's education
 - providing resources that parents and children can use together to support learning

7.6 The school district provides or arranges with other local groups, agencies, and organizations to provide educational, vocational, recreational, cultural, enrichment, and/or other services for the local community.

1. The district cooperates with other local agencies to assess the needs for community education and provides access to a comprehensive program of studies designed to meet the continuing educational needs of the public.
 2. The district provides access (either directly provided by the district or by another agency) to Adult Basic Education (ABE) classes, leading to the General Education Development (GED) examination and a high school equivalency certificate, or basic literacy training for adults whose literacy level is inadequate for employment opportunities and goals.
- 7.7 The district complies with all provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented.**

SCHOOL SERVICES

- 8.1 At least biennially, the district reviews the goals and objectives of each program and service; receives reports of the effectiveness of each program and service; and, takes action to ensure that these programs efficiently achieve their goals.**
1. The district has a written procedural plan, approved by the board, which coordinates the evaluation of all programs and services. This evaluation plan includes:
 - program goals and objectives for the programs and services offered
 - evaluation criteria and procedures for the programs/services
 - designated responsible persons for the programs/services
 - list of programs/services which will be evaluated and timelines for reporting the results of these evaluations to the board
 2. The district conducts thorough follow-up studies of its graduates (during one of the first two years and the fifth year following graduation) and conducts surveys of employers and colleges on how well the district has prepared students for work or postsecondary education.
- 8.2 The district has an ongoing, written Comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.**
1. The district has a board-approved CSIP, which is ongoing with goals, outcomes, or objectives in sufficient detail so as to direct the improvement efforts of the district for at least a five-year period. The CSIP incorporates improvement issues related to student performance (Standards 9.1 - 11.1) and MSIP-identified major concerns; and, may incorporate long-term facility and maintenance needs (Standard 8.9); library media center assessments (Standard 6.8); state and federal (Standard 7.1 - 7.7), special education (Standard 7.1), and vocational education (Standard 7.3) program improvement

requirements, as well as other issues identified by the district. The CSIP includes, but is not limited to:

- a description of the planning process
- the district's mission statement
- belief and vision statements
- analysis of all students' performance and other relevant data and the resultant identification of strengths and concerns of the district
- goals, outcomes, or objectives which define specific, measurable results expected to be achieved by the district to improve programs, services, or student achievement
- strategies to be undertaken to realize each goal, outcome, or objective
- action steps/activities to be undertaken to realize each strategy
- the timeline for implementing each strategy or action-step
- a designation of person(s) responsible for implementing and assessing each strategy or action-step
- a description of how a district with multiple buildings at given grade levels will provide assistance in developing and implementing building-level school improvement plans

2. The district involves representatives of the entire community in the comprehensive school improvement planning process.
3. The CSIP is continuously evaluated and updated, as necessary.
4. Strategies contained in the district's CSIP are being implemented, and student performance is improving.

8.3 The board has adopted a current set of policies and procedures, meets regularly, and has secured the required training for its members.

1. The district has established policies and procedures which are required in order for a district to receive federal or state funding and which guide district decision making.
2. The local board of education meets regularly in accordance with applicable statutes, keeps accurate and complete records of its decisions, and makes the records of all open meetings available for public review.
3. Policymaking functions are carried out by the board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the board and the staff is channeled through the superintendent.
4. Members of the board of education elected or appointed after August 1993 complete 16 hours or more of orientation and training within one year of their election or appointment. The orientation and training program must be approved by the State Board of Education.
5. The district reports dropouts from school to the Missouri Literacy Hotline.

8.4 The board of education employs staff members in accordance with statutory requirements and local employment policies and procedures.

1. The duties and responsibilities of all staff members, including qualifications for the positions, are clearly defined. Job descriptions are developed by types of positions.
2. Equal employment opportunity practices (and affirmative action policies, where appropriate) are implemented.
3. The district meets or exceeds the minimum salary requirements set by Missouri statute.

8.5 The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.

1. The board regularly reviews the fiscal condition of the district, studies the district's long-term fiscal needs, and ensures the fiscal viability of the district.
2. The superintendent prepares an annual budget as required by law and receives input from staff members on this budget.
3. The district has an adjusted school-operating levy which meets or exceeds the requirements of Missouri law.
4. The district has sufficient financial resources to support effective educational programs and services.

8.6 The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability.

1. All financial and audit reports are prepared and submitted accurately and in a timely manner to appropriate agencies and authorities.
2. The end-of-year balances in all funds are positive and sufficient to ensure fiscal stability for the district. The district did not end a fiscal year with a negative balance in any fund during the last two years.
3. The accounting and management systems of the district are maintained and audited in conformity with state and federal requirements. Professional audits are made of all financial, attendance, and transportation records at least biennially.
4. The accounting system provides a complete and systematic record of all funds received and expended.

5. Internal procedures are developed for purchasing and inventorying supplies, materials, and equipment.
6. The district maintains all Debt Service funds in a separate bank account.
7. Fund transfers from the Incidental Fund to the Capital Projects Fund have been made in accordance with Department guidelines and/or Section 165.011, RSMo.
8. The board ensures that the chief administrative officer of the district has received training in Missouri school finance.

8.7 Patrons, parents, staff, and students have opportunities to discuss concerns with the district, file complaints, and serve on committees, including those required by state or federal regulations, to study specific issues and problems.

1. Required committees and councils are meeting and functioning within their stated mandates.
2. The district has a variety of committees to study issues, provide advice, and facilitate communications with its constituents.
3. The district has clear procedures for resolving complaints or conflicts involving its patrons.

8.8 The board of education and the staff systematically and frequently provide information to the public about the condition of school programs.

1. The district complies with provisions of Section 160.522 and 160.092 RSMo and the State Board of Education's Rule 5 CSR30-4.40, entitled "Annual Public Reporting of Information by School Districts."
2. The district provides current information about the district's programs, services, and student performance through a variety of media.

8.9 Facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs of the district.

1. All programs and services in the district are housed in appropriate facilities.
1. Adequate maintenance services are provided to maintain all educational facilities in a clean, safe, and orderly state.

8.10 The district's facilities are safe.

1. Safety and emergency devices are in place and operational.
2. Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.
3. The district has developed, implemented, and documented safety procedures, which include:
 - safety inspections for buildings and grounds
 - appropriate safety/emergency drills
 - a reporting system for accidents
 - security and crisis management plans for each building

8.11 The district has developed and implemented a program for school health services which includes goals and objectives, service activities, and an evaluation design.

1. The district has a written health services plan and health care services which include:
 - goals and measurable objectives aligned with the CSIP and student performance data
 - program evaluation criteria and procedures
 - board-approved written policies on the administration of medication, contagious and infectious diseases, immunizations for school children, confidentiality of health records, and child-abuse reporting
 - procedures for first aid and emergency care (including accident-reporting procedures and records of students served)
 - procedures for maintaining up-to-date cumulative health records including immunization records and emergency contact information
 - procedures for providing comprehensive health screenings, making referrals for identified health problems, and sharing information with parents/guardians
 - procedures for monitoring students' chronic health problems and for developing strategies for addressing such problems to ensure individual students' academic progress
2. The health services plan and program is reviewed by a registered nurse and/or a consulting physician annually.
3. Program improvement strategies have been identified and implemented.

8.12 A school foods program is available which makes at least one nutritionally balanced meal available to all students each day in accordance with Federal and State Child Nutrition Program regulations and guidelines.

- 8.13 Safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board policy.**

PERFORMANCE STANDARDS FOR K-12 DISTRICTS

ACHIEVEMENT

9.1 General Academic Achievement - The district has implemented the Missouri Assessment Program (MAP) to measure academic achievement. The district's students achieve a high level of performance or demonstrate improvement in performance on the MAP.

1. The percent of students scoring in the Step I and Progressing levels in each subject/grade tested on the MAP is at a low level or is decreasing and the percent of students scoring in the Proficient and Advanced levels in each subject/grade tested on the MAP is at a high level or is increasing.
2. The percent of students tested on the MAP in each subject/grade is maintained at a high level.
3. Districts having 20 or more students in any group that is identified statewide as a racial/ethnic minority at any grade level tested by MAP must demonstrate improvement in that minority population's achievement which is equal to or greater than the achievement of the non-minority population at that grade level.
4. The percent of students who score in the Step I level in each subject/grade tested on the MAP and who remain in the Step I level after retaking the test(s) the next year decreases from year to year.

9.2 Reading Achievement - The percent of third- and seventh-grade students whose reading achievement was proficient, as measured by a reading score derived for MSIP from the MAP communication arts tests, is at a high level or is increasing.

9.3 Scholastic Preparedness - The percent of students scoring at or above the national mean on the American College Testing (ACT) program or Scholastic Aptitude Test (SAT) is at a high level or is increasing.

9.4 Career Preparation - The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.

1. The percent of credits taken by juniors and seniors in Department-designated advanced classes (including Advanced Placement, dual-credit, and International Baccalaureate classes listed on the high school program of studies) is at a high level or is increasing.
2. The percent of credits taken by juniors and seniors in Department-designated vocational classes is at a high level or is increasing.

3. The percent of students who attend postsecondary education at a community college, a four-year college/university, or technical/vocational school within six months of graduating is at a high level or is increasing.
4. The percent of students who complete vocational education programs approved by the Department of Elementary and Secondary Education and are placed in occupations relating to their training, continue their education, or are in the military services is at a high level or is increasing.

(Indicators 1 and 2, and 3 and 4 will also be compared to see whether a high percentage of the district's students are being prepared for postsecondary success.)

EDUCATIONAL PERSISTENCE

10.1 Educational Persistence - The percentage of students who persist in their efforts to complete an educational program increases or is maintained at a high level.

1. The percent of students who drop out of school is at a low level or is decreasing.
2. The percent of the district's students who are in regular daily attendance is at a high level or is increasing.

PERFORMANCE STANDARDS FOR K-8 DISTRICTS

ACHIEVEMENT

- 9.1 General Academic Achievement - The district has implemented the Missouri Assessment Program (MAP) to measure academic achievement. The district's students achieve a high level of performance or demonstrate improvement in performance on the MAP.**
1. The percent of students scoring in the Step I and Progressing levels [combined] in each subject/grade tested on the MAP is at a low level or is decreasing and the percent of students scoring in the Proficient and Advanced levels [combined] in each subject/grade tested on the MAP is at a high level or is increasing.
 2. The percent of students tested on the MAP in each subject/grade is maintained at a high level.
 3. Districts having 20 or more students in any group that is identified statewide as a racial/ethnic minority at any grade level tested by MAP must demonstrate improvement in that minority population's achievement which is equal to or greater than the achievement of the non-minority population at that grade level.
 4. The percent of students who score in the Step I level in each subject/grade tested on the MAP and who remain in the Step I level after retaking the test(s) the next year decreases from year to year.
- 9.2 Reading Achievement - The percent of third- and seventh-grade students whose reading achievement was proficient, as measured by a reading score derived for MSIP from the MAP communication arts tests, is at a high level or is increasing.**

EDUCATIONAL PERSISTENCE

- 10.1 Attendance - The percent of students that attend school regularly increases or is maintained at a high level.**
1. The percent of the district's students who are in regular daily attendance is at a high level or is increasing.

POST-ELEMENTARY SCHOOL STATUS

11.1 Post-Elementary School Status - Elementary districts conduct follow-up studies of students to determine the degree to which they succeed in high school.

1. The grade point average of ninth- and tenth-grade students from the elementary district is comparable to the grade point average of ninth- and tenth-grade students from the receiving high school district(s).